



ANALYSIS OF CONTINUOUS AND COMPREHENSIVE PATTERN IN SCHOOLS

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ABSTRACT

Continuous and Comprehensive Evaluation (CCE) pattern aims to eradicate the old and traditional methods of teaching. It emphasizes on improvement of skills of a child in terms of experience, innovation, team work, steadiness, etc. The challenge is to understand the implementation technique of CCE pattern and its impact on the education system.

KEYWORDS: CCE, Effectiveness, Analysis, Sources, Activities

INTRODUCTION

Continuous and Comprehensive Evaluation is a CBSE educational pattern for the students from sixth grade to the tenth, and in some schools till twelfth standard. CCE deviates from the earlier conventional system of evaluating students in which one exam was taken at the end of the academic year.

In CCE a student has to take two types of assessment tests in a session. One is called formative and other is summative. Formative assessment comprises of a student's performance in class, home, quizzes, projects and a few written or oral tests. This assessment comprises of 40% of the aggregate and happens four times a year. Summative assessment is a three hour long written test that takes place twice a year, the first (SA-1) after the completion of two formatives and the second (SA-2) after the next two formatives. Each summative comprises 30% of the total marks, making it a total of 60%. The syllabus of SA-1 is not repeated in the SA-2 and the question papers of the summative are partially set by CBSE itself.

The main aim of CCE is to reduce the study pressure, build an interactive environment for the overall development of the students. No doubt it reduces pressure but some allege that maximum time is spent only in preparing projects and giving tests rather than actual learning. Though a definite learning environment is created, some students appreciate it and others depreciate it.

CHALLENGES FACED BY CCE

The changes in the CCE pattern show inclination towards non-academic activities for students in order to maximize their potential. CCE aims to assess students on a regular basis and thus balancing Scholastic Activities with Non-Scholastic Activities so that student can explore himself in their interest area.

On the contrary, CCE pattern was implemented in a hurry which leads to implementation ambiguity at teacher's level. Teacher's still follows the traditional method of teaching and examining the students every week in the form of Formative Assessment. Regular assessment, Excessive Homework, Presentation and project work leads to increment of pressure and stress for students, resulting in less time for self study and extracurricular activities. All these together result in increase stress for teachers as well. Due to this personal attention towards students and their behavior is not possible though both the aspects are important for CCE pattern success. Also, most of the work related to projects, charts, home assignment, etc is done by parents, siblings or some other means which reduces in building their knowledge, creativity and skills.

IMPACT OF CCE PATTERN IN SCHOOLS

The main objective of CCE pattern is to break the workload of examination, which have been dominated by written assessments. The impact of CCE pattern is totally different as it makes chaos rather than being welcomed in schools.

According to schools, Introduction of Formative assessment imply to break the syllabus into small bits and take unit tests of students on weekly basis as it again leads to written assessments. CCE pattern says that student's workload can be divided by giving projects, charts or presentations in groups, visual testing, oral testing, conducting quizzes in class, etc in collaboration of all subject. Teachers are doing these kinds of activities in a much planned manner, but most of the collaboration assessments done by class teacher which lead to the subject bias. Teachers can take Formative Assessment in any kind but still schools believe in taking four written assessment in the year adding to projects, quizzes, etc. CCE pattern says that it will include only four Formative tests and it can be any form. Thus leads to increment in workload of teachers as well as students.

Teachers give the projects and presentation work in groups to students as their homework but CCE says conduct this group activity in school under the guidance of respective teacher so that it enhances the team leader quality of each student. Thus training programs for CCE pattern can be conducted for teachers and principals to make CCE a successful launch.

METHODOLOGY

A set of questions constituting the elements of CCE pattern was prepared and the survey was carried out among the students of classes 9th to 12th. The results were then analyzed using statistical software packages- SPSS and Microsoft Excel.

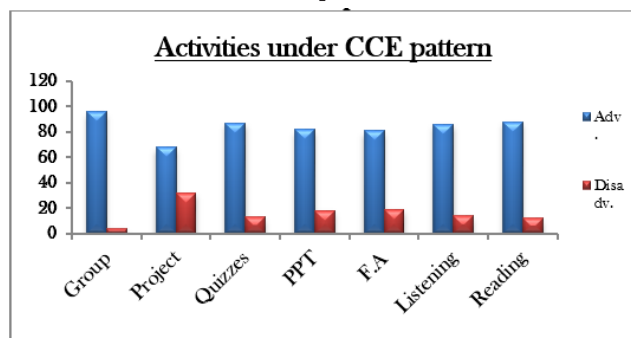
ANALYSIS

1. Choose if the given activities are an advantage or disadvantage under CCE pattern (in terms of learning and application of skills)

Group Activities and Team Work, Quizzes, Projects, Power Point Presentations, Formative Assessments, Listening Assignments, Reading Assignments

With the results collected, a bar graph was plotted to analyze the respondent's reaction to the activities under CCE pattern.

Graph 1



While major share of activities accounted for an advantage to CCE pattern, thus contributing to the overall development of a child; projects for individual subjects had a negative notion among the group of people being surveyed. The students felt that projects for each and every subject throughout the year proved to be more of a burden rather than contributing to their learning process. This notion of students led to the development of the fact on how CCE pattern is misunderstood at the part of students.

2. Do you get time for SPORTS and EXTRA-CURRICULAR activities during school days?

We state the null hypothesis as the reaction of respondent being unbiased i.e. the reaction occurs with an equal probability of 0.5.

Non parametric One-sample Chi-Square Test was performed to analyze the response of surveyors.

Table 1

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The categories of SportsECA occur with equal probabilities.	One-Sample Chi-Square Test	1.000	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

The test results showed the acceptance of null hypothesis i.e. the respondents had mixed reactions if they got time for Extra Curricular activities and sports during school days.

3. What are the sources used to complete projects and presentations?

An assumption of students being equally dependent on the sources used by them to complete their projects and presentations had been taken into consideration while analyzing the results. Non parametric One-sample Chi square test was performed to analyze the responses.

Table 2

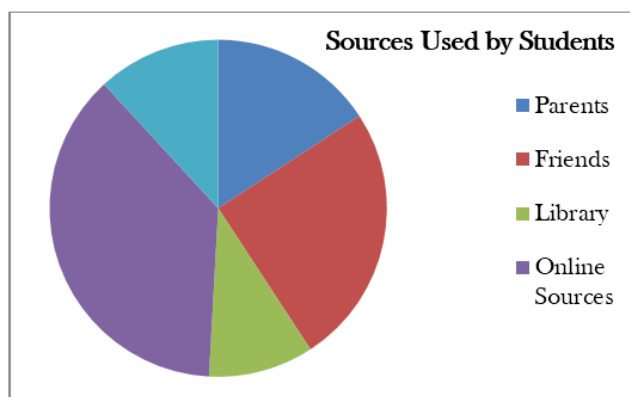
Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The categories of Sources occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

The test resulted in rejection of null hypothesis. A pie chart was thus plotted which revealed that most of the students relied on online sources to complete their assignments followed by the help of their friends. School Library was the last option they would resort to consider for help.

Graph 2



4. Give your preferences for the following activities for various subjects on a scale of 1 to 4. Scale them in ascending order (1-Least preferred and 4-Most preferred).

Projects, Oral Assignments, Group Activities and Quizzes

Non Parametric Friedman's test and Kendall Coefficients of Concordance was performed.

Table 3

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The distributions of projectscore, groupscore, and quizscore are the same.	Related-Samples Friedman's Two-Way Analysis of Variance by Ranks	.000	Reject the null hypothesis.
2	The distributions of projectscore, groupscore, and quizscore are the same.	Related-Samples Kendall's Coefficient of Concordance	.000	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

The results showed that the responses were not normally distributed and each subject studied in school had different preferences of activities for students.

5. Rate the effectiveness of CCE pattern on a scale of 1 to 5.

With the null hypothesis as responses being normally distributed, we run One-Sample Chi-square Test to test our assumption.

Table 4

Hypothesis Test Summary

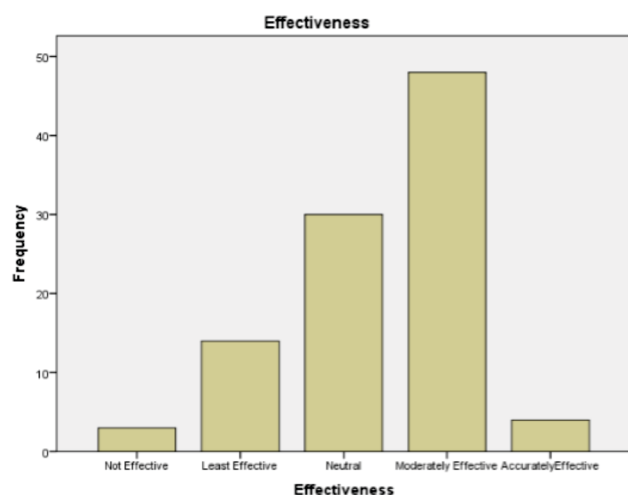
	Null Hypothesis	Test	Sig.	Decision
1	The categories of Effectiveness occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

Null hypothesis is rejected and mean value of 3.36 showed that CCE pattern as a whole is moderately effective. There is a scope of improvement and better understanding of the scheme among students and teachers.

The bar graph below shows the responses regarding effectiveness of CCE pattern which clearly shows that there are areas on which attention is to be paid for improvement.

Graph 3



CONCLUSION: STEPS TO OVERCOME CHALLENGES FACED BY CCE

1. Lower teacher pupil ratio is one of the reasons behind challenges faced by CCE. For the effective implementation of the scheme, the ratio needs to be increased so that neither students nor teachers are over occupied with the activities of CCE.
2. Teachers should also be given sufficient time to make effective lesson plans and for collection and understanding of all requisite sources available.
3. Library period can be utilized for these activities so that burden of students can be reduced while going home and time can be saved for extra-curricular activities.
4. Maximum sources for deducing content for projects and presentation is technology whereas the aim of CCE is to develop the habit among students to refer and value books and articles so that amalgamation of both leads to stand out in the crowd in the outside competitive world.
5. CCE pattern emphasizes on the fact that written tests should be transformed into quizzes, oral test, presentation, etc. A balance should thus be maintained between the two rather than increasing the number of activities along with the written tests.

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